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ABSTRACT

A trend analysis was undertaken to determine the extent to which Scholastic Aptitude Test (SAT) candidates were applying to various groups of colleges in 1960-61, 1966-67, and 1973-74. Its relevance to the question of the SAT score decline involves the effects of two developments on the SAT candidate group: (1) the widening of access to higher education, and (2) the acceptance of either the SAT or the American College Testing Program test (ACT) for admissions by a number of colleges. The first of these factors might be expected to bring in new candidates of less than average ability, and the second might be expected to remove traditional candidates of more than average ability from the candidate group. Although the interpretation of the data is complicated, especially by the lack of knowledge about the relation between college choice and participation in the SAT, the results offer some reason to believe that both of these factors resulted in changes in test taking between 1966-67 and 1971-72 that could have contributed to the SAT score decline. The data do not permit a numerical estimate of the size of these possible effects.
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William B. Schrader
Educational Testing Service

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ABSTRACT

This study attempted to identify trends in the extent to which Scholastic Aptitude Test (SAT) candidates were applying to various groups of colleges in 1960-61, 1966-67, and 1973-74. Its relevance to the question of the SAT score decline results from the information it provides concerning the effect of two developments on the SAT candidate group: (1) the widening of access to higher education, and (2) the acceptance of either the SAT or the American College Testing Program test (ACT) for admissions by a number of colleges. The first of these factors might be expected to bring in new candidates of less than average ability, and the second might be expected to remove traditional candidates of more than average ability from the candidate group. Although the interpretation of the data is complicated, especially by the lack of knowledge about the relation between college choice and participation in the SAT, the results offer some reason to believe that both of these factors resulted in changes in test taking between 1966-67 and 1971-72 that could have contributed to the SAT score decline. The data do not permit a numerical estimate of the size of these possible effects.

INTRODUCTION

Nearly all students who take the SAT presumably do so because they are applying to one or more colleges that require, or accept, SAT scores as part of the admissions process. During the past 15 years many additional institutions have required the SAT, some (notably the City University of New York and Bowdoin) have dropped the requirement of SAT, and many others now accept either the SAT or ACT as fulfilling their test requirement. It is clear that these changes have had some effect on the composition of the group taking the SAT. This report describes an exploratory study concerned with shifts in the number of SAT score reports sent to various groups of colleges and universities in 1960-61, 1966-67, and 1973-74. Institutions were grouped according to type of institution as defined by the Carnegie Commission on Higher Education, pattern test requirements for 1973 applicants, state and region in which the institution is located, and public or private control of the institution.

This study was made possible by the fact that, for many years, the College Board has made an annual compilation of the number of SAT reports sent to each institution receiving a specified number of score reports. The study was initiated, despite a recognition of its limitations, because it was expected to throw some light on changes in the composition of the SAT candidate group during the period before the

Author's note: Henrietta Gallagher was responsible for the intricate task of preparing the data for this study, and Ingeborg Stiebritz was responsible for the data processing.

Student Data Questionnaire (SDQ) was introduced. In addition to the complications inherent in an effort to match data for colleges over years, two major limitations of this study seriously complicate the interpretation of the results: (1) Because candidates may and do apply to more than one institution, data on score reports are at best only roughly proportional to the number of candidates who sent reports to a designated group of colleges. (2) Data from this study have not been related to data about the college-going population from other sources.

DEFINITION OF INSTITUTIONAL SAMPLE

The basic sample of the study included all institutions in the 50 states and the District of Columbia that appeared in one or more of the following College Board Score Report Lists: 1960-61, 1966-67, or 1973-74. (For 1973-74, only those institutions which received 50 or more SAT or College Scholarship Service reports were considered. Data on score reports were obtained from the 1973-74 supplementary list only for institutions that appeared on the 1960-61 or 1966-67 lists.) Wherever possible, data were matched across years even though the name of the institution changed, and different components of the same institution were grouped consistently across years. During the period covered by this study, the multicampus university type of organization gained greatly in importance, a development that seriously complicated the data compilation effort.

GROUPING OF INSTITUTIONS

The preparation of useful statistical data on higher education is greatly hindered by the lack of an accepted national classification of institutions. The diversity and complexity of higher education and the marked changes in organization and in conceptions of post-secondary education during recent years have further complicated the problem of comparing statistical summaries. Fortunately, the Carnegie Commission on Higher Education (1973) has published a sophisticated classification of substantially all institutions of higher education as one part of its very broad program of studies in this field. This classification provided one very useful way of grouping institutions. In addition, it was thought that grouping institutions by test requirements would be meaningful. For this purpose, data from a guidebook published under the auspices of the New York Times (Mazel, 1972) were used. Finally, institutions were grouped by states and regions in order to detect possible regional differences in the use of SAT scores at the various times studied.

The classification plan developed by the Carnegie Commission on Higher Education is the basis for the main comparisons in this study. This plan assigned each institution of higher education on the comprehensive list maintained by the United States Office of Education to one

of 36 categories. Each institution was assigned to one of 18 classifications on the basis of various characteristics, and the institutions in each classification were further classified as under public or private control, resulting in 36 categories in all. Of the 18 classifications, 4 included only institutions that award a substantial number of doctor's degrees, 4 included colleges and universities that do not award substantial numbers of doctorates, 1 included two-year colleges, and 9 included various kinds of specialized institutions.

The doctoral-granting institutions were classified into four groups, mainly on the basis of the amount of federal financial support for academic science that they received in 1968-69, 1969-70, and 1970-71 and on the number of doctorates that they awarded in 1969-70. Assignment to categories was based on decision rules, supplemented by judgment in some instances. In general, it can be said that both research universities I and research universities II awarded 50 or more doctorates in 1969-70, but research universities I received more federal support. All universities that were in the highest 50 in numbers of doctorates awarded in the period 1960-61 to 1969-70 were included in research universities I or research universities II. Doctoral-granting universities included universities that awarded 10 or more doctorates in 1969-70, but the doctoral-granting universities I group either awarded 40 or more doctorates in 1969-70 or received \$3 million in federal financial support in 1969-70 or 1970-71 and awarded 20 or more doctorates in 1969-70. In all, 173 universities were included in the four classifications: 52 in research universities I, 40 in research universities II, 53 in doctoral-granting universities I, and 28 in doctoral-granting universities II.

Most four-year colleges and universities not included in the four doctoral-granting classifications were classified as comprehensive universities and colleges or as liberal arts colleges, mainly on the basis of the number of programs offered and on size. Public institutions with fewer than 1,000 students and private institutions with fewer than 1,500 students in 1970 were classified as liberal arts colleges. Some judgment was exercised in making the classification. The comprehensive colleges and universities were divided into two groups on the basis of number of programs offered and on size. Liberal arts colleges were also divided into two groups. Liberal arts colleges I included institutions that scored 5 or above on Astin's Selectivity Index (which offers a rough estimate of aptitude level) or were included in the 200 institutions that produced the most doctorates earned at 40 leading doctoral-granting institutions from 1920 to 1966 according to a study conducted by the National Academy of Sciences. In all, 321 institutions were classified as comprehensive universities and colleges I, 132 were classified as comprehensive universities and colleges II, 146 were classified as liberal arts colleges I, and 573 were classified as liberal arts colleges II. All but 28 of the 719 institutions in the two liberal arts classifications were private. All the 1,061 two-year colleges and institutes on the list were assigned to a single classification.

Of the 18 classifications, 9 were assigned to a variety of institutions that offered specialized programs only. These included theological seminaries, bible colleges, medical schools, other separate health professional schools, technological schools, business and management

schools, art schools, music schools, design schools, law schools, and teachers colleges. One classification, designated other specialized institutions, was treated separately in this study because the service academies were included in it. The remaining 8 were grouped as "Other Institutions."

In presenting the results of this study, some grouping of the 36 categories was done in order to reduce the amount of detail in the tables.

With respect to the other ways of classifying institutions in this report, it need only be mentioned that four categories were used in describing test requirements in 1972-73, as follows: SAT required, SAT or ACT required, ACT required, and test requirements different for residents and nonresidents. The fourth category was used for convenience; it is possible that a more detailed analysis of this category would have yielded useful information.

RESULTS

Table 1 shows the number and percent of score reports in the three years studied that were received by various categories of institutions, as defined in the Carnegie Commission classification. For all institutions combined, the number of score reports almost doubled between 1960-61 and 1966-67, and then fell slightly between 1966-67 and 1973-74. Although the number of score reports received increased between 1960-61 and 1966-67 for all but one category, the amount of growth was especially large for comprehensive universities and colleges (385,000). From 1966-67 to 1973-74 only three categories (two-year colleges, public doctoral-granting universities, and other institutions) showed an increase. Four classifications (public research universities II, private comprehensive universities, liberal arts colleges I and liberal arts colleges II) showed decreases greater than 50,000. The change in composition of the population of score reports is shown more clearly in the percentages. The percentage of reports received by liberal arts colleges I dropped from 13.2 in 1960-61 to 7.8 in 1966-67 and to 5.6 in 1973-74. Because inclusion in this group depends in part on estimated selectivity, this decrease deserves special attention. Public comprehensive universities rose from 9.7 percent in 1960-61 to 18.4 in 1966-67 and 18.9 in 1973-74. Finally, it may be noted that the combined percentages for two-year colleges and for other institutions, including various specialized colleges, new institutions, and institutions such as hospital schools of nursing not traditionally included in lists of colleges, rose from 3.2 in 1960-61 to 7.0 in 1966-67 and 14.1 in 1973-74. If it is assumed that these institutions tend to attract relatively low-scoring students, this increase may have some relevance on the score decline.

The results shown in Table 1 indicate that appreciable changes have occurred in the distribution of score reports to various kinds of institutions. The extent to which these changes arise from shifts in student preference from one College Board college to another College Board college in a different classification cannot be determined from

Table 1. Number of SAT Scores Received by Colleges and Universities
Grouped by Carnegie Commission Classification in 1960-61, 1966-67, and 1973-74

Classification	Control	Number of SAT reports (in thousands)			Percent of SAT reports		
		1960-61	1966-67	1973-74	1960-61	1966-67	1973-74
Research universities I	Public	189	347	345	13.0	12.1	13.0
	Private	152	192	171	10.5	6.7	6.4
Research universities II	Public	151	286	199	10.4	10.0	7.5
	Private	73	96	65	5.0	3.3	2.5
Doctoral-granting universities	Public	75	221	245	5.2	7.7	9.2
	Private	112	166	122	7.8	5.8	4.6
Comprehensive universities and colleges	Public	141	526	502	9.7	18.4	18.9
	Private	177	313	244	12.2	10.9	9.2
Liberal arts colleges I		191	224	150	13.2	7.8	5.6
Liberal arts colleges II		108	260	209	7.5	9.1	7.8
Other specialized (including service academies)		34	33	33	2.3	1.1	1.3
Two-year colleges		28	141	229	1.9	4.9	8.6
Other institutions (including unclassified and unknown)		19	59	145	1.3	2.1	5.5
Total		1,449	2,864	2,660	100.0	100.0	100.0

the data. However, the results do suggest that the SAT candidate group is being drawn from a broader group of institutions and that changing patterns of test requirements may be affecting the distribution of score reports. To the extent that the effects of these two factors can be discerned in the results, Table 1 may provide useful information about changes in the SAT candidate population.

Table 2 shows the relation between the Carnegie classification and test requirements for the 1,181 institutions having data on both classifications. It should be emphasized that only those institutions which appeared on the College Board score report tabulations are included in this summary. As a result, a number of institutions that

Table 2. Number of Institutions Requiring Designated Testing Patterns, Grouped by Carnegie Commission Classification

Classification	Control	Test Requirement ^a			
		SAT	SAT or ACT	ACT	Different for non- residents
Research universities I . . .	Public	15	5	6	2
	Private	18	3	0	0
Research universities II . .	Public	6	7	6	3
	Private	6	6	0	0
Doctoral-granting universities ^b	Public	17	11	16	4
	Private	19	7	3	0
Comprehensive universities and colleges	Public	182	64	104	10
	Private	63	62	11	0
Liberal arts colleges I . . , ...		90	44	1	0
Liberal arts colleges II		154	213	53	2
Other specialized (including service academies)		1	3	0	0
Two-year colleges		4	7	2	0
Other institutions		24	22	5	0
Total		499	454	207	21

a. Source: Mazel, E., The New York Times 1973 Guide to College Selection. New York: Quadrangle Books, 1972

b. Because this table is limited to institutions receiving a substantial number of SAT score reports, the number of institutions requiring ACT is understated.

require ACT only may not be included. Fairly sharp differences in test-requirement patterns characterize the various Carnegie categories. It appears that the use of either the SAT or ACT for admissions was widely accepted by 1972, especially by private comprehensive colleges and universities and by the less selective liberal arts colleges. For the group as a whole, the number that required the SAT (499 institutions) was somewhat greater than the number requiring the SAT or ACT (454 institutions).

Table 3 shows trends in the number of SAT reports received by institutions classified by test requirement and by public or private control. It will be noted that there was a decline in SAT score reports from 1966-67 to 1973-74 both for private institutions that required the SAT in 1972-73 and for those that required either the SAT or ACT in 1972-73. For those requiring SAT, the decline was 20 percent; for those accepting SAT or ACT, the decline was 39 percent. For public institutions which required SAT, the decline was 1 percent, and for those requiring the SAT or ACT, the decline was 13 percent. Although it is obviously risky to make inferences about the SAT candidate population from these data, the results do suggest that an increase in the number of colleges accepting either the SAT or ACT may well have affected the percentage of high-ability students who take the SAT. For example, some students considering Grinnell, which accepts either the SAT or

Table 3. Number of SAT Score Reports Received by Institutions, Grouped by Testing Pattern and Control, in 1960-61, 1966-67, and 1963-64

Test requirement ^a	Year	Public institutions	Private institutions	Total
SAT	1973-74	726,292	619,499	1,345,791
	1966-67	735,777	778,842	1,514,619
	1960-61	294,079	534,363	828,442
SAT/ACT	1973-74	296,929	268,015	564,944
	1966-67	341,811	436,769	778,580
	1960-61	142,142	260,862	403,004
ACT	1973-74	95,603	16,102	111,705
	1966-67	114,538	12,690	127,228
	1960-61	45,376	5,259	50,635
Different for non-residents	1973-74	129,553	570	130,123
	1966-67	82,134	869	83,003
	1960-61	34,282	1,001	35,283
Total	1973-74	1,248,377	904,186	2,152,563
	1966-67	1,274,260	1,229,170	2,503,430
	1960-61	515,879	801,485	1,317,364

a. Source: Mazel, E., The New York Times 1973 Guide to College Selection. New York: Quadrangle Books, 1972

ACT, and the University of Iowa, which accepts ACT only, would probably take ACT rather than both tests.

Table 4 shows regional patterns in distribution of score reports. These data, unlike those of Tables 2 and 3, show results for all institutions included in the study. From 1966-67 to 1973-74, the number of score reports received by public institutions increased for all regions except the Midwest, but for private institutions the number declined in all regions except the Southwest. For all institutions, only two regions showed a shift between 1966-67 and 1973-74 greater than 10 percent; the Midwest showed a decline of 32 percent and the West showed an increase of 11 percent during this period.

Tables 5, 6, and 7 show detailed results for each state and the District of Columbia. These results are presented for the use of readers who may wish to examine the sources of the regional patterns in greater detail.

Table 4. Number of SAT Score Reports Received by Institutions, Grouped by Region, in 1960-61, 1966-67, and 1973-74

Region ^a	Year	Public institutions	Private institutions	All institutions ^b
Middle States	1973-74	454,157	372,150	863,882
	1966-67	431,160	486,703	923,257
	1960-61	171,877	331,030	504,097
Midwest	1973-74	233,715	134,441	370,467
	1966-67	299,989	250,490	546,181
	1960-61	108,058	145,027	249,978
New England	1973-74	153,556	236,683	407,925
	1966-67	153,328	240,304	397,327
	1960-61	63,281	171,403	235,336
South.	1973-74	326,271	164,892	507,333
	1966-67	310,471	217,908	533,412
	1960-61	130,725	101,752	233,713
Southwest	1973-74	102,322	33,502	138,317
	1966-67	94,632	32,801	127,687
	1960-61	19,981	15,740	35,721
West	1973-74	280,348	86,996	372,130
	1966-67	231,885	102,828	335,736
	1960-61	115,940	74,233	190,454
All states	1973-74	1,550,369	1,028,664	2,660,054
	1966-67	1,521,465	1,331,034	2,863,600
	1960-61	609,862	839,185	1,449,299

a. Regions correspond to areas for College Board Regional Offices

b. Includes institutions that were not classified as public or private

Table 5. Number of SAT Score Reports Received by Institutions, by Region and State, in 1960-61, 1966-67, and 1973-74: Public Institutions

Region	State	1960-61	1966-67	1973-74
Middle States	Delaware	3,348	7,179	10,883
	D.C.	0	170	954
	Maryland	17,108	28,542	46,583
	New Jersey	26,421	63,792	69,207
	New York	69,681	154,042	176,152
	Pennsylvania	55,319	177,435	150,378
Midwest	Illinois	12,239	30,301	23,086
	Indiana	15,348	77,624	59,059
	Iowa	3,796	4,540	3,910
	Kansas	7,269	5,133	3,709
	Michigan	23,723	82,564	51,903
	Minnesota	2,908	4,983	4,538
	Missouri	3,057	7,444	9,423
	Nebraska	747	2,891	14,742
	North Dakota	253	246	620
	Ohio	28,250	65,298	45,782
	South Dakota	297	241	508
	West Virginia	2,711	6,074	7,538
	Wisconsin	7,460	12,650	8,897
New England	Connecticut	16,419	37,723	37,110
	Maine	4,591	11,706	11,157
	Massachusetts	26,131	69,700	67,367
	New Hampshire	4,526	11,012	13,276
	Rhode Island	6,209	14,064	12,413
	Vermont	5,405	9,123	12,233
South	Alabama	5,120	9,508	10,005
	Florida	11,629	27,788	36,540
	Georgia	32,309	66,947	61,500
	Kentucky	3,155	12,210	7,509
	Louisiana	2,342	6,092	5,764
	Mississippi	1,250	2,408	2,320
	North Carolina	27,604	79,596	87,810
	South Carolina	13,174	30,784	29,110
	Tennessee	3,307	8,373	7,578
	Virginia	30,835	66,765	78,135
Southwest	Arkansas	713	3,098	2,344
	New Mexico	1,952	3,347	2,773
	Oklahoma	2,638	5,492	4,765
	Texas	14,678	82,695	92,440

(Continued)

Table 5. (Continued)

Region	State	1960-61	1966-67	1973-74
West	Alaska	213	309	924
	Arizona	5,119	9,682	10,723
	California	50,333	112,867	172,475
	Colorado	30,680	42,415	34,649
	Hawaii	1,067	10,006	14,469
	Idaho	708	3,203	2,278
	Montana	672	2,124	2,292
	Nevada	402	1,005	1,210
	Oregon	16,814	33,069	26,965
	Utah	1,297	2,405	2,455
	Washington	8,211	13,463	10,632
	Wyoming	424	1,337	1,276

Table 6. Number of SAT Score Reports Received by Institutions, by Region and State, in 1960-61, 1966-67, and 1973-74: Private Institutions

Region	State	1960-61	1966-67	1973-74
Middle States	Delaware	137	1,075	1,958
	D.C.	20,284	36,313	22,429
	Maryland	11,338	13,645	13,915
	New Jersey	28,884	47,418	66,086
	New York	158,992	221,406	145,073
	Pennsylvania	111,395	166,846	122,689
Midwest	Illinois	34,958	54,560	26,912
	Indiana	22,063	43,307	29,739
	Iowa	8,757	13,995	4,370
	Kansas	827	1,814	1,085
	Michigan	7,837	19,769	11,022
	Minnesota	8,234	17,622	6,840
	Missouri	7,723	14,963	9,221
	Nebraska	772	3,195	4,385
	North Dakota	0	0	0
	Ohio	38,744	57,572	30,169
	South Dakota	69	373	345
	West Virginia	2,159	5,980	2,734
	Wisconsin	12,884	17,340	7,619

(Continued)

Table 6. (Continued)

Region	State	1960-61	1966-67	1973-74
New England	Connecticut	19,387	35,164	62,046
	Maine	8,370	9,883	9,435
	Massachusetts	113,037	157,188	122,707
	New Hampshire	9,615	11,671	14,813
	Rhode Island	12,791	18,971	17,630
	Vermont	8,203	9,427	10,052
South	Alabama	1,495	6,674	3,395
	Florida	11,706	24,729	26,326
	Georgia	13,518	25,489	20,356
	Kentucky	2,143	4,921	3,651
	Louisiana	7,664	12,219	7,408
	Mississippi	219	779	467
	North Carolina	32,682	70,953	49,413
	South Carolina	8,970	22,149	19,332
	Tennessee	8,104	16,067	12,762
Southwest	Virginia	15,251	33,928	21,782
	Arkansas	545	1,407	878
	New Mexico	66	273	681
	Oklahoma	393	2,806	4,550
West	Texas	14,736	28,315	27,393
	Alaska	0	52	92
	Arizona	0	0	491
	California	49,604	64,291	61,941
	Colorado	7,875	11,618	7,037
	Hawaii	174	2,825	1,445
	Idaho	244	214	845
	Montana	105	168	326
	Nevada	0	0	70
	Oregon	8,236	10,775	7,186
	Utah	689	2,128	2,128
	Washington	7,306	10,757	5,435
	Wyoming	0	0	0

Table 7. Number of SAT Score Reports Received by Institutions, by Region and State, in 1960-61, 1966-67, and 1973-74: All Institutions

Region	State	1960-61	1966-67	1973-74
Middle States	Delaware	3,485	8,254	12,841
	D.C.	20,579	36,774	23,900
	Maryland	28,446	42,187	61,407
	New Jersey	55,355	111,357	142,804
	New York	229,251	379,422	335,162
	Pennsylvania	166,981	345,263	287,768
Midwest	Illinois	47,197	85,196	51,548
	Indiana	34,304	112,809	84,937
	Iowa	12,553	19,113	8,296
	Kansas	8,096	6,947	4,794
	Michigan	31,560	102,583	63,514
	Minnesota	11,142	22,791	11,482
	Missouri	10,780	22,407	18,958
	Nebraska	1,519	6,159	19,885
	North Dakota	253	246	620
	Ohio	66,994	124,249	78,351
	South Dakota	366	614	909
	West Virginia	4,870	12,054	10,339
	Wisconsin	20,344	31,013	16,834
New England	Connecticut	36,040	73,248	101,579
	Maine	12,961	21,639	22,707
	Massachusetts	139,586	228,013	201,554
	New Hampshire	14,141	22,745	29,104
	Rhode Island	19,000	33,132	30,635
	Vermont	13,608	18,550	22,346
South	Alabama	6,615	16,182	13,400
	Florida	23,335	52,746	66,510
	Georgia	46,743	94,529	85,446
	Kentucky	5,298	17,131	11,449
	Louisiana	10,006	18,311	13,172
	Mississippi	1,469	3,187	2,787
	North Carolina	60,286	151,516	139,438
	South Carolina	22,144	52,988	48,892
	Tennessee	11,411	24,516	20,657
	Virginia	46,406	102,306	105,582
Southwest	Arkansas	1,258	4,505	3,222
	New Mexico	2,018	3,620	3,454
	Oklahoma	3,031	8,298	9,315
	Texas	29,414	111,264	122,326

(Continued)

Table 7. (Continued)

Region	State	1960-61	1966-67	1973-74
West	Alaska	213	361	1,016
	Arizona	5,119	9,682	11,214
	California	100,167	177,625	236,781
	Colorado	38,555	54,033	41,960
	Hawaii	1,241	12,851	16,912
	Idaho	952	3,417	3,123
	Montana	777	2,292	2,618
	Nevada	402	1,005	1,280
	Oregon	25,101	44,349	34,699
	Utah	1,986	4,533	4,583
	Washington	15,517	24,271	16,668
	Wyoming	424	1,337	1,276

DISCUSSION

The fact that SAT candidate volumes have remained essentially stable during most of the period when scores were declining may be taken to indicate that progress toward widened participation in higher education has had little effect on the SAT candidate group. This view would seem to be reinforced by the similar experience of ACT during recent years.

It can be argued that the results of the present study lend credibility to an alternative hypothesis. In this view, the stability of candidate volume has come about because two major trends have tended to offset each other. The acceptance of either the SAT or ACT by many institutions has probably reduced the number of "traditional" candidates who take both tests, especially in the last five years. On the other hand, the broadened participation in higher education has probably brought additional students into both testing programs during this period. It should be emphasized that the increased access of minority students to higher education is only a small, though significant, part of this movement.

The alternate hypothesis might account for a substantial part of the score decline if the trends are fairly large and if the "nontraditional" students earn substantially lower scores on SAT, on the average, than "traditional" students. The data of this study do not permit a rigorous evaluation of this effect, because a shift in a student's college preference would have no effect on his or her membership in the SAT population if both colleges required SAT, for example, and because shifts in test requirements within a particular group of colleges may have tended to offset each other to some extent.

REFERENCES

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